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ABSTRACT

This monograph describes elementary teacher education in South Korea and aspects of Korean society that have contributed to the uniqueness of this educative process. Within the context of comparative education, the essay introduces the cultural, social, and institutional attributes of Korea; discusses specifics of the educative process as a reflection of these attributes; explores both the activities that are carried out in Korea's colleges of education and ensuing relationships between teacher training, cultural development, and respect for education; and examines the concept of melding pedagogy and ethical development for young people. Following an introduction, the book is organized into three sections. Section One, "Orientations" describes South Korea under the headings: a culture of traditions, educational foundations, the law and education, modern compulsory education, higher education and lifelong learning. Section two, "Teachers Colleges in Transition," discusses the highly competitive college or university entrance examination, the teacher education curriculum, teachers college faculty, college facilities, problems facing teacher education, and Korea's future elementary teachers. The final section, "A Critical Analysis of Korean Teacher Education," addresses the need for new teachers; problems in academe; working toward gender balance; status and sociological issues; governance reforms; and the views of Horace G. Underwood, a long-time observer of Korean society. An extensive resource list of books, articles, and other documents is included. (LL)

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